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Curriculum Handbook *for* **Parents**

2001–2002

Catholic School Version

GRADE THREE

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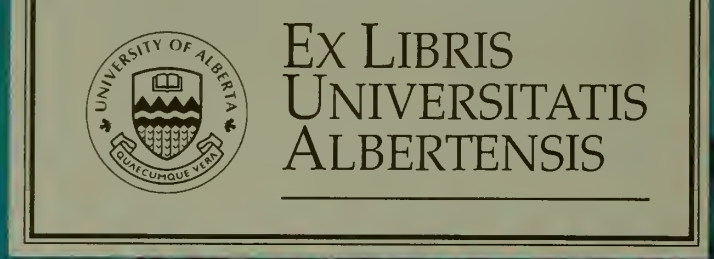

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Telephone numbers of branches referred to in this handbook can be reached, toll free, inside Alberta, by dialing 310–0000.

Curriculum Branch
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French Language Services Branch
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Curriculum Handbook *for* **Parents**

2001–2002

Catholic School Version

GRADE **3**

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Message from the
Minister of Learning

Alberta offers more schooling options than ever before. The opportunity for choice reflects our commitment to quality education—the solid foundation every child needs to learn, grow and succeed.

While students are at the centre of the education system, parents are vital partners. Your involvement in your child's education is critical to his or her success. To help your child succeed—you need to know what is being taught. This handbook is developed to provide you with that information. As well, I encourage you to continue working closely with your child's teacher who can provide you with invaluable information and guidance.

The *Curriculum Handbook for Parents* series is your guide to each stage of learning. It is an outline of what we expect our students to know at each grade level of their education. When you know what is expected at school, you can provide the home support your children need. By reading about what they are learning at school and discussing it at home, you are sending a very important message to your child—that you value education.

Alberta Learning revises curriculum in the core subject areas every eight to ten years. This ensures that course content remains current and relevant, and meets the needs of students preparing for their futures.

Education is a fundamental part of the Alberta Advantage, and government's goal is for Alberta to have the best-educated students in the world. We can accomplish this only one way—by working *together*. We are all partners in education—parents, teachers, trustees, administrators, community members—and we must work to address issues and help ensure Alberta students acquire the knowledge and skills they need for a successful future.

Our children are our future, and our most important investment.

Dr. Lyle Oberg
M.L.A. Strathmore-Brooks
Minister of Learning

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Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Learning for this 'Curriculum Handbook for Parents'.

The Church has always recognized with confidence that you, parents, are the first and primary educators of your children, especially with regards to education in the faith. This is a noble, yet, challenging calling that is rightfully yours. Today, therefore, because of the many diverse pressures and influences on our children, your role is vital in working with our schools to continue to provide the best possible education for our children. To those of you who have entrusted your children to a Catholic school be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Be a strong voice for the catholic identity of schools. In this regard, you will share in a concrete and invaluable way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Learning for providing parents with this practical Curriculum Handbook. It is a clear presentation of what parents can expect of our Alberta schools, Public and Catholic, and by its very existence also acknowledges how important you are as parents in your children's education. In it, you will find a comprehensive presentation of the content and expectations of the Religious Education Program approved by the Canadian Conference of Catholic Bishops. It reflects the essential character of Catholic schools as communities of learning.

+ Thomas Collins

Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

8421 - 101 Avenue, Edmonton, Alberta T6A 0L1 ♦ Tel.: (780) 469-1010 ♦ Fax: (780) 465-3003

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Introduction to the Grade 3 Handbook

This handbook provides parents with information about the Grade 3 curriculum—the knowledge, skills and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 3 curriculum. It is based on the Alberta Learning *Program of Studies: Elementary Schools*. The handbook includes samples of what students are expected to learn in each subject. The complete curriculum for Grade 3 is available in all Alberta elementary schools.

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Introduction

TO THE ELEMENTARY
SCHOOL CURRICULUM

Alberta Learning specifies what all students are expected to learn and be able to do. The curriculum is organized into separate subjects or course areas and is designed to enable teachers to make connections across subjects, and to develop programming that accommodates a range of student needs. We expect that teaching methods and schedules will vary from school to school and from class to class to meet the diverse learning needs of students.

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What Is Curriculum?

Curriculum describes what students are expected to learn. In Alberta, curriculum is developed by Alberta Learning and is described in documents called programs of study for elementary, junior high and senior high schools.

The curriculum specifies what all students in the province are expected to learn in each subject area at each grade level. It is developed by Alberta Learning in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers are responsible for using the curriculum to plan their teaching activities and set appropriate levels of challenge according to students' learning needs and abilities. Teachers regularly assess student progress and report to parents, students and school administrators.

A document entitled *The Parent Advantage* provides tips and strategies to assist parents in helping their children at home with their school work. This resource is available for purchase from the Learning Resources Centre.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and church teaching can be integrated with other subjects.

Achievement Tests

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write achievement tests in language arts and mathematics. Grades 6 and 9 students write achievement tests in language arts, social studies, mathematics and science. Students in French programs write English and French language arts at grades 6 and 9, and the French forms of the other subject area achievement tests. Grade 3 students in French programs write the French form of the mathematics achievement test. The results of these achievement tests are provided to school boards and schools. Parents may ask for their child's test results at their local school.

Information about provincial achievement testing in grades 3, 6 and 9 is provided in Alberta Learning publications called *Parent Guide to Provincial Achievement Testing* and *Guide des parents Programme des tests de rendement provinciaux.* Individual guides for Grade 3 and for Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. The publications also may be obtained from Alberta Learning's Learner Assessment Branch.

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Special Needs

School boards are required to provide each resident student with an education program, including access to special education programs. If you think that your child may have special needs, talk to your child's teacher. *Partners During Changing Times* is an information booklet for parents of children with special needs. It provides a general overview of how you can be involved in the education of your children. This document is available on the Alberta Learning web site or by contacting the Special Programs Branch, Edmonton. An additional resource, *The Parent Advantage*, provides tips and strategies to assist parents in helping their children at home with their schoolwork. This resource is available for purchase from the Learning Resources Centre. As well, *A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special needs of their children. This resource is also available for purchase from the Learning Resources Centre.

English as a Second Language

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in grades 1 to 12. This helps them acquire sufficient fluency in English so they can integrate into the regular classroom as quickly as possible. If you think your child may have ESL needs, talk to your child's teacher.

Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

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Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith and live Christian lives.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and also use as prayer.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student's life experience and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

Religious Education Programs for elementary and junior high schools are authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 3 Religious Education Program invites students to explore their belonging to God in the community of faith, the Church. The students study the Church as the people of God gathered in the Spirit of the Lord Jesus. They reflect on the Church as a visible expression of God's Spirit among us, as a community which gathers those who follow Jesus to express and celebrate faith in him, and, to live and act through his Holy Spirit.

Students explore these themes through the study of 10 units:

Unit 1

We welcome and gather in the Spirit.

The students welcome one another, get acquainted, begin to create their classroom environment and gather their hopes and dreams for the year. They reflect on God's dream of gathering people into one family. The students celebrate and savour that dream.

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Unit 2 **The Holy Spirit gathers and feeds us at Eucharist.**

The students deepen their experience of gathering and focus on the Eucharist as the central act of gathering the Christian community. They begin to see the eucharistic action as the activity of the Holy Spirit working toward God's dream of gathering all people into "one body, one spirit, in Christ". The students engage in the preparation and celebration of the Eucharist.

Unit 3 **The Holy Spirit calls and anoints us in Baptism and Confirmation.**

The students reflect on the Eucharist and on their membership in this assembly of God's people. They explore Baptism and Confirmation as ritual celebrations of their initiation into Christ. As they explore these they begin to recognize that the sacraments of initiation call and empower everyone to serve others.

Unit 4 **The Holy Spirit comes upon Advent people.**

The students are invited to experience the true meaning of the season of Advent. Through ritual, symbol and story they enter into the hopes and expectations of the season, to better understand the meaning of God's coming among us, and to see how Jesus continues to come into our lives today. The students celebrate the hope of God's dream to gather all people together into Christ.

Unit 5 **The Holy Spirit dwells in Jesus.**

The students are invited into the mystery of Christmas and the celebration of God's dwelling among us. They begin to explore the activity of the Holy Spirit in Jesus' ministry and how this power of the Spirit helps Jesus to accomplish God's dream.

Unit 6 **The Holy Spirit dwells in the followers of Jesus.**

The students explore how Jesus, filled with the Holy Spirit, begins the gathering of God's people through the calling of men and women as disciples. They are invited to see the working of the Spirit in the new community called the Church. The students enter into the stories of people who are witnesses to the actions of the Spirit in our time.

Unit 7 **The Holy Spirit fills the whole earth.**

The students are invited to see all of creation as Spirit filled and to recognize the role and responsibility of human beings in caring for God's creation. As "images of God" they see that what they do can make a difference. They are invited to praise and bless God for creation.

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Unit 8 **The Holy Spirit reconciles people.**

The students explore the experience and reality of evil, and the activity of the Holy Spirit as the power that makes reconciliation and forgiveness possible in our world. They reflect on Jesus' understanding of forgiveness, and on their own readiness to celebrate the Sacrament of Reconciliation. They reflect on the love of God as shown in the Passion of Jesus and how this love heals our sin and division.

Unit 9 **The Holy Spirit gives new life.**

The students savour the Easter feast and enter into the mystery of new life in the Spirit. They hear about people who have experienced the power of Jesus' resurrection in their lives and begin to see how that "new life in the Spirit" is witnessed in the actions of people.

Unit 10 **The Holy Spirit is alive.**

The students are invited to enter into their participation of the great gathering of God which is the Church. They gather with the community to listen to God's word and recite the Creed, symbolizing who we are in Christ.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within each of the Religious Education Programs. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are encouraged to contact their parish to begin their immediate preparation for the sacraments.

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The Religious Education Program interprets for the student what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

English Language Arts

Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world. Responsibility for language learning is shared by students, parents, teachers and the community.

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

By the end of Grade 3, students will listen, speak, read, write, view and represent to:

- ***explore thoughts, ideas, feelings and experiences***

- explain understanding of new concepts in own words
- choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others
- discuss areas of personal accomplishment as readers, writers and illustrators

- ***comprehend and respond personally and critically to oral, print and other media texts***

- identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, pictionaries and junior dictionaries, are organized, and use them to construct and confirm meaning
- use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials
- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
- read silently with increasing confidence and accuracy
- monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems

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- attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading
- apply phonic rules and generalizations competently and confidently to read unfamiliar words in context
- use pictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts
- choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres
- summarize the main idea of individual oral, print and other media texts
- discuss ways that visual images convey meaning in print and other media texts
- describe the main characters in terms of who they are, their actions in the story and their relations with other characters
- recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment
- use sentence variety to link ideas and create impressions on familiar audiences
- add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot

◆ ***manage ideas and information***

- identify facts and opinions, main ideas and details in oral, print and other media texts
- use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information
- locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing
- draft ideas and information into short paragraphs, with topic and supporting sentences
- determine if gathered information is sufficient to answer research questions

◆ ***enhance the clarity and artistry of communication***

- combine and rearrange existing information to accommodate new ideas and information
- edit for complete and incomplete sentences
- print legibly, and begin to learn proper alignment, shape and slant of cursive writing
- use keyboarding skills to compose, revise and print text
- choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts
- identify a variety of sentence types, and use in own writing
- identify correct subject–verb agreement, and use in own writing
- use adjectives and adverbs to add interest and detail to own writing

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- use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing
- identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing
- identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing
- use exclamation marks, appropriately, as end punctuation in own writing

◆ ***respect, support and collaborate with others***

- demonstrate respect for the ideas, abilities and language use of others
- work cooperatively with others in small groups on structured tasks
- contribute ideas and information on topics to develop a common knowledge base in the group
- assess the effectiveness of group process, using pre-established criteria.

Language Arts in Language Programs (Immersion and Bilingual)

In addition to studying the English language arts, students registered in an immersion or a bilingual program follow a language arts course in the target language; e.g., French, Ukrainian, German. In these programs, this target language is also used as the language of instruction in other subject areas, such as mathematics, science, social studies.

Mathematics

Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations.

At all levels, students benefit from working with appropriate materials, tools and contexts when constructing personal meaning about new mathematical ideas.

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

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As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:

Communication
Connections
Estimation and Mental Mathematics
Problem Solving
Reasoning
Technology
Visualization.

The mathematics content is organized into four strands:

Number
Patterns and Relations
Shape and Space
Statistics and Probability.

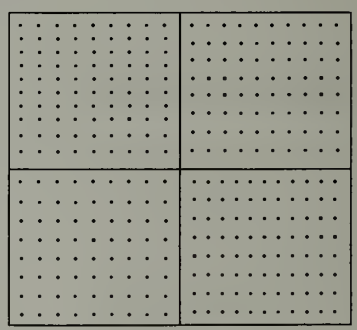
Number

By the end of Grade 3, students will:

- Develop a number sense for whole numbers 0 to 1000, and explore fractions (fifths and tenths).

Sample Student Tasks

- Begin counting from 267 by fives. Stop after ten counts. What pattern helps you skip-count accurately? Predict the number you will say after ten more skip-counts. Test your prediction.
- Estimate the number of dots in the diagram.
  How did you get your estimate?
  Count the dots.
  Was your estimate close?



- Use base-10 blocks. Find several ways to show the number 257. Record each way you find with pictures. Complete the table for each way you find. Discuss how to build the number with the least amount of pieces.

H	T	O

- Show 333, in several ways, on your calculator, without using the 3 key.

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- Briana used a hundred chart to show which numbers can be divided into equal parts. Use a hundred chart to show the following:
  numbers that can be divided into ten equal parts
  numbers that can be divided into five equal parts
  numbers that can be divided into two equal parts but not five equal parts
  numbers that can be divided into 2, 5 and 10 equal parts.

- Look at the name below:

  JASON BLACKBERRY

  What fraction of the letters in the first name are vowels?
  Use grid paper to outline a rectangle that can be used to show the fraction of letters in the first name that are not vowels.
  Name the fraction and, using green, colour the part of the grid that shows the fraction.
  Repeat the activities for the last name.
  Do most names have a greater fraction of consonants than vowels?
  Report the findings of your investigation in your journal.

◆ Apply an arithmetic operation (addition, subtraction, multiplication or division) on whole numbers, and illustrate its use in creating and solving problems.

Sample Student Tasks

- Gabriella wrote in her journal.

  581 – 249

  "To subtract 249 from 581, I add one to both numbers. Then the problem is easy to solve."
  Use base-10 blocks to explain Gabriella's subtraction method.
  What is the answer?
  What would Gabriella do with this question?

  235 – 96

  Show how you might use numbers and symbols to record your thinking.

- Draw a picture to show how thirty-three cookies can be shared equally by six children.

- Use the following grids to do addition and multiplication.

+	0	1	2	3	4	5	6	7	8	9
0										
1										
2										
3										
4										
5										
6										
7										
8										
9										

X	0	1	2	3	4	5	6	7
0								
1								
2								
3								
4								
5								
6								
7								

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◆ Use and justify an appropriate calculation strategy or technology to solve problems.

Sample Student Tasks

- Amy says she corrects her own calculations by adding to check subtraction and subtracting to check addition.
  Use Amy's strategy to check her work.

727	806
+264	−369
991	447

  Do you think Amy's calculations are correct? Explain.
  Redo any calculations that are incorrect.

Patterns and Relations

By the end of Grade 3, students will:

◆ Investigate, establish and communicate rules for numerical and non-numerical patterns, including those found in the home, and use these rules to make predictions.

Sample Student Tasks

- Look carefully at the numbers provided in the table.

Top row	1	2	3		5	6
Bottom row		16		32	40	

  What number do you think belongs in the empty box on the top row of the chart? Why?
  What numbers belong in the empty boxes in the bottom row? Why?
  Complete the chart. You may use a calculator.
  Explain in writing what it tells you about spiders.
  Write a number sentence to show how to calculate the number of legs on six spiders.

Shape and Space

By the end of Grade 3, students will:

◆ Estimate, measure and compare, using whole numbers and primarily standard units of measure.

Sample Student Tasks

- Olenka needs to measure the length of her classroom. She has a measuring tape that is only 150 cm long and is divided into mm, cm, dm and m. What unit should she use? Explain your reason. Use a measuring tape to measure the length of your room.
- You are to fill an ice cream pail with water. Which would be best to use to fill the pail—a cup, a spoon, a litre milk carton or a pop can? Explain. Now, using the measuring object chosen, carry out the task and record your findings in your journal.

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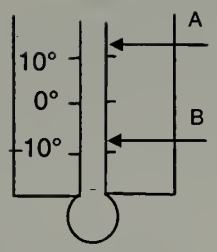
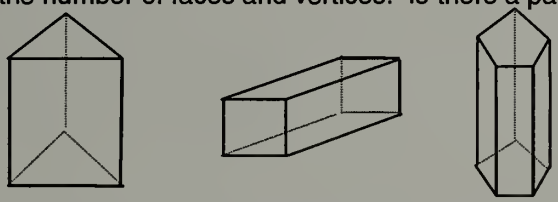
- Study the thermometer.
  Print the temperatures indicated by arrows A and B.
  Research the high and low temperatures in your community last year.
  Draw a thermometer.
  Label and identify both the high and low temperatures.



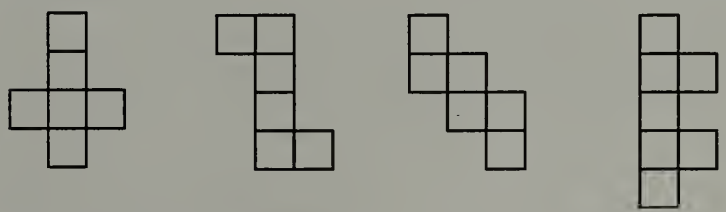
◆ Describe, classify, construct and relate 3-dimensional objects and 2-dimensional shapes.

Sample Student Tasks

- Count the number of faces and vertices. Is there a pattern? Explain.



- Cut out around these shapes. Which will fold into a box (cube)? Show me.



- Choose an appropriate empty container to demonstrate:
  parallel faces/lines
  perpendicular faces/lines
  intersecting faces/lines.

◆ Use numbers and direction words to describe the relative positions of objects in one dimension, using everyday contexts.

Sample Student Tasks

- Let the front of the room be North. The student "turtle" always begins by facing North. Plan a program to move a student "turtle" from your desk to the classroom door, using directions and the number of steps. Test your program. Does it work?

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Statistics and Probability

By the end of Grade 3, students will:

- ◆ Collect first- and second-hand data, display the results in more than one way, and interpret the data to make predictions.

Sample Student Tasks

- Five friends each recorded the number of minutes to get to and from school in one week.

Ron	70
Dan	100
Juan	450
Beth	200
Dana	90

  About how many minutes per day does each student spend getting to and from school?
  What might Juan say when he looks at the total time spent getting to and from school by his four friends? Why?

- ◆ Use simple probability experiments, designed by others, to explain outcomes.

Sample Student Tasks

- How many ways can 2 counters, of two different colours, land when they are spilled?
  Explain your answer with coloured drawings, and compare your drawings with those of a classmate.
  If you spill the counters 10 different times, what colour combination would you expect to see most often? Why?
  Conduct an experiment to test your prediction. Keep a record of each turn.
  Was your prediction correct?
  Repeat your experiment two more times. Carefully keep records of your results.
  What is your conclusion?

Parent Document

The booklet *Working Together in Mathematics Education* provides an overview of the new mathematics curriculum and shows some of the knowledge, skills and attitudes students are expected to learn. It presents some ways parents and others can support student learning in mathematics.

Working Together . . . is available for purchase from the Learning Resources Centre. This booklet is also available for viewing and downloading from the Alberta Learning web site.

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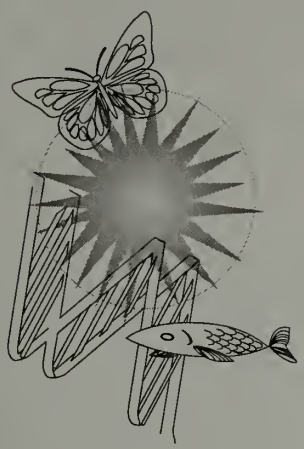
Science



Learning about science helps students to understand and interpret the world around them. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based.

Skill and Attitude Outcomes

In elementary science, students develop their skills of inquiry and problem solving. In science inquiry, the focus is on asking questions, exploring materials and finding answers based on evidence. In problem solving, the focus is on practical tasks—finding ways of making and doing things to meet a specific need, using available materials.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

By the end of Grade 3, students are expected to:

- identify patterns and order in objects and events studied; and, with guidance, record observations using pictures, words and charts; and make predictions and generalizations, based on observations
- investigate a practical problem, and develop a possible solution.

The science program also plays a role in the development of student attitudes. At all levels of the elementary science program, students are expected to demonstrate positive attitudes toward the study of science and the application of science in responsible ways.

Science topics studied in Grade 3.

Rocks and Minerals

Students learn about materials found on Earth's surface—rocks, minerals and soil. By closely examining sample rocks, students discover similarities and differences, and explore these, using simple tests and tools. Students learn that each kind of rock has a set of characteristics and that these can be used in classifying and identifying them. In studies of soil, students discover that the component materials include rock fragments and remains of living things, and that different soils have different compositions. Students learn that rock and soil characteristics are important to their use within the community.

By the end of Grade 3, students are expected to:

- demonstrate knowledge of materials that comprise Earth's crust, and demonstrate skill in classifying these materials.

Building with a Variety of Materials

Students use a variety of tools and simple techniques to build things for specific purposes. Their tasks may require that a bridge be built between two desks, a model lookout tower be constructed, or a water container be made all from available materials. Through these projects, students learn the value of safety and good workmanship and that different materials and designs can be used to obtain the same result.

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They learn that working together on a common task is easier when ideas and materials are shared.

By the end of Grade 3, students are expected to:

- use, safely, a variety of tools, techniques and materials in construction activities
- construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.

Testing Materials and Designs

Students study the materials and designs used in construction tasks. They compare paper, clay, cardboard, styrofoam or other available materials to see which are the strongest, which resist bending, crushing or tearing, and which are most easily shaped and joined. They test different shapes and thicknesses to find out what makes a structure strong and stable and to find out how much material is needed. Throughout this topic, students learn that many things are considered when materials and designs are selected and that different tasks may require different materials and designs.

By the end of Grade 3, students are expected to:

- evaluate the suitability of different materials and designs for their use in a building task.

Hearing and Sound

Students explore the nature of sound, its sources, its qualities and what it is. They learn that sound is vibration and that changes in vibration can affect the loudness, pitch and quality of sound. They learn about sound travel by studying what things carry sound, what things make it louder or softer, and what happens to sound when it reaches their ears. The sensitivity of human ears and those of other animals is examined, as students learn about the safe use of this valuable sense.

By the end of Grade 3, students are expected to:

- describe the nature of sound
- demonstrate methods for producing and controlling sound.

Animal Life Cycles

Students learn about the growth and development of animals and discover that different animals have different life cycles. By observing the life cycle of one small animal from its earliest stage to adulthood, students acquire a reference point for the study of other animals and come to appreciate the beauty and fragility of life. Students learn that the egg, larva, pupa and adult stages that are characteristic of many insects represent a different life story from that of the egg, young, adult life cycle that is common to most vertebrate animals. In studying these animals, students learn about the changes in needs of the young as they grow and develop and about the changing relationship between these animals and their environment.

By the end of Grade 3, students are expected to:

- describe the appearances and life cycles of some common animals, and identify their adaptations to different environments
- identify requirements for animal care.

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Social Studies

In social studies, students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in Canada and other countries. The focus of the Grade 3 social studies program is communities—their history and their interdependence, and communities with a distinctive lifestyle.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

Three topics are identified for Grade 3.

My Community in the Past, Present and Future

Students learn about the history of their own community from the past to the present by examining the changes that took place in the past and are taking place today, and by predicting what changes may occur in the future. Throughout the topic, the emphasis will be on the contribution of individuals and groups to a community (past and present).

By the end of Grade 3, students are expected to:

- understand that changes in their community have taken place in the past, are taking place today and will take place in the future
- understand that people in the community contribute to change
- identify possible sources and locations of information; for example, print, nonprint, interviews and surveys
- acquire information by listening to or reading simple historical accounts, through direct observation in the community and by interviewing parents
- read and interpret map symbols on a map of a local area, and locate one's own community in relation to others in Alberta
- develop an interest in local history
- appreciate that individuals can influence change.

Communities Need Each Other

Students learn about their own community, as well as other communities across Alberta and Canada. They become aware of some of the goods and services each community provides and that are exchanged between selected communities in Canada. The intent of this study is to develop an awareness of the need for exchange of goods and services between communities. Students will demonstrate an understanding of how communities depend on each other for the exchange of goods and services, focusing on economic interdependence among Canadian communities.

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By the end of Grade 3, students are expected to:

- understand that people have needs and wants
- understand that goods produced and services available in one community may be different from those goods produced or services available in other communities
- understand that goods and services are exchanged between communities
- name, on a simple map of Canada, their province, country and selected communities under study
- illustrate, on a map of Canada, the origin of goods used by one's own family
- classify examples of goods and services, needs and wants and/or goods produced in rural and urban communities
- appreciate some of the problems associated with the exchange of goods and services
- learn to appreciate the importance of the exchange of goods and services among communities.

Special Communities

Students learn about one or more communities in which people are attempting to preserve a distinctive lifestyle. The people may live in or belong to a culturally distinctive community in Alberta or in Canada. One of the studies will focus on a contemporary Native community. The intent of the topic is to develop an increased sensitivity to the culture and lifestyles of other Canadians and an awareness that interaction with other people may bring about change.

By the end of Grade 3, students are expected to:

- know that people keep their customs and traditions in similar ways
- understand that people may change their customs and traditions
- understand that it is important to respect people who live in or belong to a special community
- present information in written form, applying the skills of revising and editing
- chart or draw a picture to show the contributions made to society by culturally distinctive groups
- appreciate the contributions made to society by culturally distinctive groups
- develop understanding of the forces that temper change in a distinctive community.

French Immersion

Students learning in a language that is not their first language need to spend time on second language development before moving into learning content. In order to accommodate this extra time requirement, the content of the social studies French immersion program has been reduced. Grade 3 students study two topics rather than three—*People in the Past, Present and Future* and *Canadian Communities*. The immersion program includes the same process skills as the English language program—locating, organizing, interpreting, analyzing, synthesizing and evaluating information; and mapping skills. The following concepts are covered: community, change, past, present, future, contribution, traditions—customs and respect.

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Information and Communication Technology

The ICT curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Students in Kindergarten through Grade 12 will be encouraged to grapple with the complexities, as well as the advantages and disadvantages, of technologies in our lives and workplaces.

Technology is about the way things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which we can communicate, inquire, make decisions, manage information and solve problems.

The ICT curriculum is not intended to stand alone as a course, but rather to become a part of core courses and programs.

The ICT curriculum will be implemented in all schools in Alberta over a three-year period, starting September 2000 through to June 2003.

General and Specific Outcomes

General outcomes for the ICT curriculum are statements that identify what students are expected to know and be able to do and value by the end of grades 1–3, 4–6, 7–9 and 10–12. There is a progressive sequence of skill development throughout the grades. Specific outcomes expand on the general outcomes and state in more detail what students are expected to learn. ICT outcomes are organized into three main categories, as shown in the charts below. For each category, all the general outcomes themselves also are listed.

Communicating, Inquiring, Decision Making and Problem Solving
C1 Students will access, use and communicate information from a variety of technologies.
C2 Students will seek alternative viewpoints, using information technologies.
C3 Students will critically assess information accessed through the use of a variety of technologies.
C4 Students will use organizational processes and tools to manage inquiry.
C5 Students will use technology to aid collaboration during inquiry.
C6 Students will use technology to investigate and/or solve problems.
C7 Students will use electronic research techniques to construct personal knowledge and meaning.

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Foundational Operations, Knowledge and Concepts	Processes for Productivity
F1 Students will demonstrate an understanding of the nature of technology.	P1 Students will compose, revise and edit text.
F2 Students will understand the role of technology as it applies to self, work and society.	P2 Students will organize and manipulate data.
F3 Students will demonstrate a moral and ethical approach to the use of technology.	P3 Students will communicate through multimedia.
F4 Students will become discerning consumers of mass media and electronic information.	P4 Students will integrate various applications.
F5 Students will practise the concepts of ergonomics and safety when using technology.	P5 Students will navigate and create hyperlinked resources.
F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.	P6 Students will use communication technology to interact with others.

Examples of Specific Outcomes

By the end of Grade 3, students are expected to:

- access and retrieve appropriate information from electronic sources for a specific inquiry
- identify techniques and tools for communicating, storing, retrieving and selecting information
- create original text, using word processing software, to communicate.

The ICT curriculum, along with support documents, can be found on the Alberta Learning web site.

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Physical Education

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

Four general outcomes form the basis of the K–12 curriculum. These are interrelated and interdependent. Each is to be achieved through participation in a variety of physical activities from the five dimensions outlined in general outcome A.

Each general outcome includes specific outcomes by grade, or by course name at the senior high school level. Specific outcomes for Grade 3 physical education follow.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

By the end of Grade 3, students will:

General Outcome A

- ◆ acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Basic Skills

- respond to a variety of stimuli to create locomotor sequences
- respond to a variety of stimuli to create nonlocomotor sequences
- demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways

Application of Basic Skills

- select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing
- select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
- select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
- perform and play lead-up games and demonstrate elements of space awareness, effort and relationships
- demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games
- select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence
- manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling

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By the end of Grade 3, students will:

General Outcome B

◆ understand, experience and appreciate the health benefits that result from physical activity.

Functional Fitness
- describe the concept of energy required for muscles
- demonstrate and describe ways to improve personal growth in physical abilities
- experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

Body Image
- describe personal physical attributes that contribute to physical activity

Well-being
- describe the benefits of physical activity to the body
- describe the changes that take place in the body during physical activity
- understand the connections between physical activity and emotional well-being; e.g., feels good

By the end of Grade 3, students will:

General Outcome C

◆ interact positively with others.

Communication
- describe and demonstrate respectful communication skills appropriate to context

Fair Play
- identify and demonstrate etiquette and fair play

Leadership
- accept responsibility for assigned roles while participating in physical activity

Teamwork
- display a willingness to share ideas, space and equipment when participating cooperatively with others

By the end of Grade 3, students will:

General Outcome D

◆ assume responsibility to lead an active way of life.

Effort
- express a willingness to participate regularly in physical education class
- describe factors that encourage movement and a personal feeling about movement

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Safety

- demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity
- demonstrate and participate in safe warm-up and cool-down activities
- tell about safe movement experiences in various environments; e.g., gymnastic equipment

Goal Setting/Personal Challenge

- set and achieve a short-term goal to increase effort and participation in one area of physical activity
- identify ways to change an activity to make it a challenge based on personal abilities

Active Living in the Community

- describe types of physical activities people choose within the community and reasons for their choices
- make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

Consideration for exemptions from participation in physical education is given for medical conditions, when accompanied by medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from a parent to the principal and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted where appropriate.

Health

Health education fosters the growth of knowledge, skills, attitudes and lifelong behaviours that will enable the student to assume responsibility for healthful living and personal well-being. The curriculum is organized around themes: self-awareness and acceptance, relating to others, life careers, and body knowledge and care.

In a Catholic school, these themes are taught within the context of the teachings of the Catholic Church. The local boards of many Catholic school districts have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

The child abuse prevention unit is an optional part of the health program. If this unit is offered in the school, parents decide if their child will participate.

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Self-awareness and Acceptance

Students learn to consider and appreciate their self-worth and the self-worth of others. They learn about human emotions and positive ways of expressing them. They also learn about personal characteristics and how their personal actions and decisions influence their relationships with others.

By the end of Grade 3, students are expected to:

- learn ways to develop personal strengths
- develop ways to show positive feelings
- learn that growing up involves some failures and discouragements.

Relating to Others

Students learn to appreciate the qualities of others. They learn how to develop and maintain healthy relationships, and they understand the importance of healthy relationships with others at school.

By the end of Grade 3, students are expected to:

- develop friendships with other girls and boys
- learn that grown-ups can help with personal relationships.

Life Careers

Students learn to recognize their abilities and the abilities of others, and to understand the importance of work, occupations associated with work, and activities that help them prepare for work.

By the end of Grade 3, students are expected to:

- demonstrate positive attitudes toward themselves and others
- recognize that mastery of the basic skills will someday enhance their general employability
- recognize that habits developed in school have employment implications.

Body Knowledge and Care

Students are expected to understand the structure, function and development of the body, and to appreciate the importance of good nutrition to good health. As well, students appreciate factors that contribute to healthful growth, understand how sickness and disease can be prevented, understand safety practices, and appreciate threats and aids to personal health and safety in their community.

By the end of Grade 3, students are expected to:

- become aware that nutrition and physical exercise affect body weight and strength
- identify food requirements
- understand that cleanliness is a factor in how others feel about us
- learn to refuse to accept substances (drugs, alcohol, tobacco)
- identify and describe individuals with special knowledge and skills affecting community safety
- understand the importance of regular dental visits.

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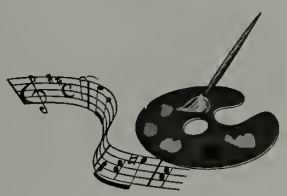
Child Abuse Prevention
(Optional)

School board approval is required for the offering of this unit.

By the end of Grade 3, students are expected to:

- demonstrate understanding that families are responsible for meeting the basic physical needs of children and may do so in different ways.

Fine Arts



In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

In the art program, students are expected to learn visual arts skills and concepts to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components:

reflection – responding to visual forms in nature and designed objects
depiction – developing imagery based on observations of the visual world
composition – organizing images and their qualities in the creation of works of art
expression – using art materials to make a meaningful statement.

Students are expected to:

- make distinctions within classes of natural objects and forms
- assess the visual qualities of objects
- perfect forms and develop more realistic treatments
- create unity, by interrelating parts of a composition
- use art to illustrate or tell a story
- decorate items they have made
- develop themes, with an emphasis on social concerns based on plants and animals, environments and places, fantasy, people and manufactured or human-made things.

Drama

Drama is an optional program designed to be used as a separate subject or integrated with other subjects. In the drama program, students are expected to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Eleven forms of dramatic expression are common components of an elementary drama program. The dramatic forms of expression include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

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Students are expected to:

- develop flexible, free and controlled movement
- learn to express themselves physically and imaginatively through movement and gesture
- recognize and reproduce the sounds of standard speech
- learn concepts of pitch, pace, pause, rate, intensity and volume
- accept role playing as a positive learning experience
- apply dramatization skills to puppetry by creating a character for a puppet
- speak with energy
- speak with an appreciation of the voice as an instrument
- develop appreciation for enjoyment of literature
- develop the ability to originate a dramatic story
- cooperatively build a drama to solve problems.

Music

In the music program, students are expected to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through meaningful musical activities, such as attending a concert or playing a musical instrument. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

By the end of Grade 3, students are expected to:

- identify differences in tempo, tone colour and dynamics
- identify the differences in sound between songs in major and minor keys
- recognize the instruments of four families of the orchestra: string, woodwind, brass and percussion
- perform rhythmic patterns in music
- move to round or canon form
- participate in folk, square or traditional ethnic dances
- sing two-part rounds and simple descants
- sing with various instrumental accompaniments
- sing partner and nonsense songs
- use keyboard type instruments to play tone matching games, conversational games and accompaniments
- use resonator bells to build and play chords
- learn basic chords and rhythms of the autoharp to accompany songs
- recognize the eighth rest
- recognize the 4/4 time signature
- continue sol-fa training to include low "la", low "so" and high "do"
- create movement to demonstrate form in music
- improvise, using instrumental and/or singing activities.

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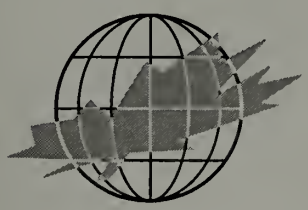
Language Programs and Courses Other Than English

French Immersion



In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers students an effective way to become functionally fluent in French while achieving all of the learning outcomes of the regular program of studies. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

Although there are many delivery models present in Alberta schools, the most common model offered is referred to as early immersion. In this delivery model, students begin their immersion experience in Kindergarten and continue on in the program to Grade 12. There are also French immersion programs with other entry points; the most popular of these being late immersion, where the entry point is typically in Grade 7. As can be expected, the French language proficiency achieved by students is in large part determined by the exposure to the target language. Regardless of the model (early or late French immersion), students in these programs generally achieve excellent results on Alberta's achievement and diploma testing programs, including English Language Arts. Learning the French language is an integral part of the immersion experience and must take place in all subject areas taught in French.

Any course, for example, mathematics, science, social studies, offered in the French language has as its basis a French version of the English program of studies. It is identical or comparable, except for Grade 1 to Grade 3 social studies, to the one used in the English program. However, a program of studies specific to French immersion students was developed for the learning/teaching of French Language Arts. Some of the main French Language Arts learning outcomes are presented below.

French Language Arts

In Division 1 of the French Language Arts program, group activities are viewed as an effective means to develop oral competency, allowing students to actively participate in classroom activities. The French Language Arts program places an emphasis on the development of skills related to the planning, monitoring and evaluating of students' communication projects.

As students progress from one grade to the next, they use their language skills learned through listening, reading, speaking, interacting with others, and writing to increase their knowledge and skills of the language. Opportunities are provided for students to use those skills in a variety of contexts and with more challenging learning materials.

The French Language Arts program identifies a series of tasks to be performed at each grade level. From grades 1 to 3, students will be involved in activities that allow them to explore all aspects of their life and to express their creativity.

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By the end of Grade 3, students are expected to select and effectively use several strategies to accomplish different tasks in each of the four communication areas: listening, reading, speaking and writing.

Listening

Students are expected to:

- listen to experiences and information shared by others
- connect information and related ideas heard
- retell the events in a novel read by the teacher
- express their feelings and opinions and/or ask questions
- support their own interpretations, using evidence from personal experiences and the oral text.

To achieve these tasks, students are expected to:

- pay attention to the speaker
- use clues, such as intonation, volume and body language to construct meaning
- combine personal experiences and the knowledge and skills gained through previous oral communication experiences
- predict the content, using a variety of clues such as title, topic, subject area.

Reading

The reading material selected should be of some interest to students and provide them with an opportunity to increase their reading abilities. Information should be concrete and related to their past experiences and prior knowledge. Reading material might also contain some abstract concepts or information with which students are less familiar. In these cases, new or abstract words should be accompanied by illustrations, examples or something familiar to enable students to make comparisons with prior knowledge.

Students are expected to:

- identify the main idea or topic and the supporting details of simple narrative and expository texts
- describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information
- retell stories, using knowledge of organizational structure as a guide
- express opinions related to story events and characters.

To achieve these tasks, students are expected to:

- use their knowledge of the topic to predict and identify words
- extend sight vocabulary
- break words into syllables
- derive the meaning of an unfamiliar word from their knowledge of the surrounding words, and associations with illustrations.

Note: These basic reading strategies are developed throughout Division 1.

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Speaking

Students are expected to:

- participate in activities that allow them to express themselves spontaneously in small group discussions and problem-solving activities
- participate actively in planning group activities or projects.

To achieve these tasks, students are expected to:

- use present verb tense where appropriate
- use appropriate words or expressions to describe events
- use feedback provided by the teacher to enhance word choices or sentence structures
- use appropriate vocabulary and sentence structures.

Note: Students should also be encouraged to share, with familiar audiences, their experiences, what they have learned through their reading and what they have imagined.

Writing

Students are expected to:

- write on topics for familiar audiences
- develop one aspect of a topic or write a short narrative, choosing appropriate words.

To achieve these tasks, students are expected to:

- choose words and language patterns to add details
- write grammatically correct sentences
- edit their text to ensure that sentences are complete
- capitalize the first letter of familiar names
- begin sentences with a capital letter and end them with a period
- use words in the following pattern; e.g., article + adjective + noun
- spell frequently used words correctly
- use reference material to confirm spellings
- revise their writing.

Should this program be of interest to you, contact your school jurisdiction to explore local program offerings. Information is also available from the French Language Services Branch and from Canadian Parents for French (CPF) at 403–262–5187, Calgary.

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French as a Second Language

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a Second Language in elementary schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the elementary program in Grade 4.

The program is designed to teach students how to understand what they hear and read in French, and to communicate their ideas orally and in written form, using an approach that is based on real-life experiences and situations. Students will also acquire knowledge about local, provincial and national francophone groups to become more aware of their presence and to understand them better. Students learn French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences. At the same time, students are taught specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. In elementary schools, students start at the Beginning Level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels depending on the time allocated to the program. It could take students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

The language content is based upon the concrete experiences of elementary students. These experiences provide a real-life context for understanding ideas in French and for communicating similar ideas. Each level has its own set of experiences that fall into the following areas:

Beginning 1
- School
- People Around Us
- Weather
- Animals
- Holidays and Celebrations

Beginning 2
- Community
- Clothing
- Exercise
- Food
- Housing

Beginning 3
- Activities
- Vacations
- Fine Arts
- Trades and Professions
- Hygiene and Safety

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As students work through these experiences, they develop their ability to understand and communicate in French. At the end of each level, the students must demonstrate that they possess the following knowledge and language skills:

Beginning 1	Beginning 2	Beginning 3
The ability to understand simple ideas contained in listening and reading texts, such as the temperature in a weather forecast. The ability to communicate concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions orally and in writing. For example, students could name their family members, give their ages and birthdays and describe them physically.	The ability to understand simple ideas contained in listening and reading texts, such as understanding directions to the corner store or the main food items on a menu. The ability to communicate concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions orally and in writing. For example, students could provide their address, telephone number and order pizza over the telephone. They could also write a simple note to describe their house to a pen pal.	The ability to understand simple ideas contained in listening texts, such as a recorded message of flight departure times, and to understand simple reading texts, such as the safety rules on a safety week poster. The ability to communicate concrete ideas, using a number of simple sentences to identify, list or describe people, places or things, ask simple questions, give information and simple advice orally and in writing. For example, students could telephone a travel agency to ask for prices for different travel destinations. They could also write an announcement for the school's Night of Music concert to promote it in the community.

If students have attained the Beginning Level 3 language proficiency, they move into the next proficiency level, which is Intermediate Level 4.

Parent Document

The booklet *French as a Second Language (FSL) Program: A Guide for Parents* provides an overview of the Alberta FSL program. You may find this booklet particularly useful if you are considering FSL for a young child, helping an older child choose courses, or looking for ways to support your child in the FSL program. The booklet is available for purchase from the Learning Resources Centre and is also available for viewing and downloading from the Alberta Learning web site.

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Native Languages

Blackfoot and Cree language and culture programs are designed to enable students to learn Native languages and to increase awareness of Native cultures.

Students are expected to:

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity and enhance personal development
- develop originality and creativity
- develop a desire to improve their competency in Blackfoot or Cree.

Ukrainian Bilingual/ Ukrainian Language Arts

The Ukrainian bilingual program is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. Ukrainian Language Arts is offered as part of the Ukrainian bilingual program and is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. The bilingual program begins in Kindergarten and goes through to Grade 12.

Students are expected to:

- obtain information from others and from simple reference materials
- present information of personal interest in the classroom
- share personal opinions, ideas and feelings
- respond personally to literature of interest to children
- use literature and other art forms to reflect creatively upon personal experience.

Students are also expected to:

- express thoughts, orally and in writing, using accurate, simple sentences
- use correct word forms and word order to formulate simple messages of personal interest
- recognize and be sensitive to characteristic cultural features
- recognize the elements of the lifestyle of Ukrainians in their immediate environment and experience
- acquire concepts and develop learning strategies in subjects taught in Ukrainian.

In a Catholic school, both within the Religious Education Program and along with the study of the Ukrainian language, many aspects of the life and faith of the Ukrainian Catholic Church are studied and celebrated.

Other Language Programs and Courses

Locally developed language courses are available for Arabic, German, Hebrew, Italian, Mandarin and Polish. Contact your school board office for information about which language programs it offers.

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Feedback

Curriculum Handbook for Parents 2001–2002: Catholic School Version

Grade 3

We would like to know what you think about this handbook. Are you a:

_____ Parent

_____ Teacher (please indicate level) ___ Division 1, ___ Division 2, ____ Division 3

_____ School Administrator (please indicate level) ___ Division 1, ___ Division 2, ____ Division 3

_____ District Administrator

_____ Other (please specify) _____

1. I found this document:
   - _____ extremely useful
   - _____ useful
   - _____ somewhat useful
   - _____ not very useful.

2. What could be done to make this document more useful?

   _____

   _____

   _____

   _____

3. Other comments and suggestions:

   _____

   _____

   _____

   _____

   _____

Thank you for your feedback.

Please send your response to:

Director, Curriculum Branch
Alberta Learning
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2
Fax: 780–422–3745